

Programme 101.†

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(January to March, 1925.  
April to July, 1925, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM I. (A and B)

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B For Bible passages see *The Bible for the Young*: (a) *Genesis*, lessons i.-viii., inclusive, by Dr. Paterson Smyth (P.N.E.U. Office, 2/-); (b) *St. Matthew's Gospel* (P.N.E.U. Office, 2/-), lessons viii.-xv., inclusive. [Suitable stories from *Genesis* i.-xv.; *St. Matthew* ix. 35-xxi. 17, inclusive.] In teaching, read the Bible passages once and get the children to narrate; teacher study the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary. Children might use *Bible Atlas* (S.P.C.K., 1/-). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.), or, *A Child's Book of Prayer*, by the Rev. J. E. Ward (Elliot Stock, 6d.).

Sunday reading and occupations (optional):

- A *A Book of Golden Deeds*, by Charlotte Younge (Macmillan, 2/-), pp. 1-72. *The Story of Stanley* (Nelson, 1/6).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints* (Dent, 2/-), may be used.

† The 101st term of work set since the Parents' Union School began.



- A & B *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Habeeb, a Boy of Palestine*, by M. Entwistle (C.M.S., 2/-). Make a Model of a West African Hut (C.M.S., 2/-).

#### Writing.

- A *New Handwriting*,\* by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).  
A Card 2, lines 1 and 2; card 3, line 5, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; words must be visualized beforehand (see *Home Education*, pp. 240-243).  
B Card 3, line 5, or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS—Right-hand half of card 4 of *The "New Handwriting."*

#### Tales.

- A *The Pilgrim's Progress*\* (R.T.S., 9d., or, better, 2/6), Part II., from "Matthew marries Mercy," to the end. *Tales of Troy and Greece*,\* by Andrew Lang (Longmans, 5/-), pp. 1-56.  
B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

#### English History.

- A *Our Island Story*,\* by H. E. Marshall (Jack, 10/6), pp. 458-514. Mrs. Frewen Lord's *Tales from St. Paul's Cathedral* (Sampson Low, 1/6), pp. 3-40.  
B *Our Island Story*, pp. 1-44.

#### Geography.

- A *Ambleside Geography Books*, Book I.\* (P.N.E.U. Office, 2/6), pp. 54-66; Book II.\* (3/-), pp. 77-91 (France, Spain, Portugal and Italy), and *The Children of Europe*, by R. J. Finch (Evans, 3/6), pp. 7-12, 126-139, 141-145; teacher to use *Reconstruction of Europe* (P.N.E.U. Office, 9d.); six map questions before reading letterpress, then reading and narration; no additional matter should be introduced. Philip's *Atlas of Comparative Geography*\* (3/6 or 5/-). Be able to describe six places Father and Mother have visited. Pace and make plans of school-room, dining-room, landing, staircase. Suitable tests under "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

- B *Ambleside Geography Books*, Book I., pages 12-25; Book II., pp. 23-34. *The Pigtail Boy (China)*, (Oxford Press, 6d.). (1) Describe and, (2), make in tray of sand, islands, isthmuses, bays, straits, mountains, lakes.

#### Natural History.<sup>1</sup>

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 6d., and see *Home Education*, pp. 54, 55). Find and describe (a) six twigs of trees; watch, if possible, and describe (b) ten birds, (c) five other animals. Make special studies for the season; *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used. See also Tests in Nature Lore "P.U.S. Scouting."  
A *Riverside Rambles*\* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-47. *Animal Life in the New World*\* (Milford, 1/-), pp. 5-40.  
B *Highways and Hedges* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-36. *Tommy Smith at the Zoo*, by E. Selous (Methuen, 2/9), pp. 111-183.

#### Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures by Benozzo Gozzoli\* (P.N.E.U. Office, 2/- the set): teacher see notes in the January No., 1925, of the *Parents' Review*.

#### Sums.

- Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.).  
A Pendlebury's *New Concrete Arithmetic* (Bell, 5d.), Year II.,\* Term II., or, *A New Junior Arithmetic*,\* by H. Bompas Smith (Methuen, 2/6), pp. 1-10. Multiplication Tables 2, 4, 5, 10, 12 (five minutes' exercise in every lesson). Tables to be worked out in money thus:  $9 \times 7 = 63$ ; 63 pence = 5s. 3d.  
B Pendlebury, Year I.,\* Term I., to be worked with dominoes, beans, etc. Rapid mental work.

#### French.<sup>2</sup>

- A *Le Livre Rouge* (Blackie, 3/-), pp. 16-25; *Cours de Français, Méthode Orale*, Vol. I., by F. Thénion (Hachette, 2/6), pp. 56-67. Optional, *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 32-42; children to narrate. For Upper I A teacher will find useful *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with music (Jackson & Sons, 8/6, letter box, 3/6).  
B *Illustrated French Primer*, by Henri Bué (Hachette & Co., 2/6), pp. 30-36, 116-118, inclusive; words to be taught orally with pictures; or, better, *Cours de Français*, pp. 1-21.  
A & B *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

<sup>1</sup> Teachers (overseas) will find it best to follow the books set, substituting local flora and fauna.

<sup>2</sup> Schools may substitute Irish or Welsh.



#### Brushdrawing.

- A & B Six twigs of trees; six animals that you have been able to watch; scenes from your *Tales*, in brushwork. Memory drawings. Children should draw occasionally with brush or chalk from memory. *Pencils should not be used*. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/6 each) may be used. Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). For outline drawing: *What to Draw and How to Draw It* (Skeffington & Son, 3/6). Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

#### Recitations.

- A & B Recite a poem (each child may choose a different one). Learn a hymn. Learn, for example, *Genesis* viii. (A), 1-12, (B), 1-9; *St. Matthew* xiv. (A), 22-32, (B), 25-32. *Psalms* 24 and 111. *A First Book of Poetry*, by M. A. Woods (Macmillan, 3/-); Stevenson's *A Child's Garden of Verses* (Longmans, 1/-).

#### Reading.

- Upper IA Poetry and books used for History, Geography, and *Tales*.  
IA *Beacon Readers*, Books V. (1/4), and VI. (1/6). *Hassim: Cairo* (Milford, 6d.).  
B Reading taught as in *Home Education*, using *The Children's Letter Box*\* (2/6) together with *Dickory Dickory Dock: The Children's Reading Box*\* (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I. (10d.), and II. (1/-), with *Teacher's Manual*<sup>3</sup> (Ginn, 1/6),  
or, Children who can read may use *The Beacon Readers*, Books III. (1/2), and IV. (1/4), taught according to directions in *Teacher's Manual*, or, *Picture Tales from the Russian*, Book II. (Blackwell, 1/-), or, *Children of Igloo (Eskimo)* (Milford, 6d.). Children should visualize new words every day: see *Home Education*, page 240.

#### Music.

- A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

#### Musical Appreciation.

Programme of music by Mendelssohn (to be heard), *Parents' Review*, January, 1925.

#### Singing.

- A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, *French Rounds and Nursery Rhymes* (Augener, 2/6).  
A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 2/6), lessons 1-6. Two English songs: *The National*

<sup>3</sup> American P.U.S. Schools use American edition.

*Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-).

- B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

#### Drill.

- A & B *The Joyous Book of Singing Games* (see above,) or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Ex-Students take House of Education Drills.

- A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6).

- B *Physical Exercises for Children under Seven* (3d.).

- A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

#### Work.

- A & B Help in house or garden. See also "P.U.S. Scouting" tests. *Indian Mats*, Dryad leaflet No. 18 (6d.). *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II., 14 and 15; III., 7-10. *The Children's Sewing Book* (P.N.E.U. Office, 6d.). Teachers will find suggestive *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Help the "Save the Children Fund" (42, Langham Place, London, W. 1). Use *The World of Paper, Toy Book*, by Forbiciello (Willis & Co., four vols., 1/3 each).

N.B. 1.—All children should spend two years (ages 7-9) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—Each child in A should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6).

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 7.—This Programme is for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.



N.B. + Members will find the final arrangements for the  
Canterbury gathering in the April "Parents' Review."  
Questions marked (C) refer to Canterbury.

Examination 101.

M<sub>1</sub>

# Parents' National Educational Union.

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Motto : " *I am, I can, I ought, I will.*"

FORM I., (A & B).

PUPILS' NAMES .....

Bible Lessons.

- A & B I. 1. Tell a story about the Garden of Eden, *or*, about Cain and Abel.  
2. Tell a story about the Flood, *or*, about Abraham.  
II. 1. Tell the story of Jesus in the cornfield on the Sabbath Day, *or*, about the feeding of the Five Thousand.  
2. Tell the story of Jesus when He walked upon the sea, *or*, about Jesus and the two blind men.

Writing.

- A Write a line of poetry from memory.  
B Write, or print,—  
"Grass-hopper green has a quaint little house."

Tales.

- A 1. Tell how Great-heart rescued Mr. Feeblemind, *or*, what the Pilgrims saw in the Enchanted ground.  
2. Tell how people lived in the time of Ulysses, *or*, about Ulysses and Dolon,  
*or*, (C) 2. Tell a story about Cambuscan.  
B 1. Tell a short fairy story, *or*, one about "The Cock and the Fox."

English History.

- A 1. Tell the story of Napoleon at Waterloo, *or*, about Sir John Franklin.  
2. Tell a story about Queen Victoria, *or*, (C) about St. Augustine.  
3. Tell about the burning of old St. Paul's,



- or, 3. (C) Name three things you hope to see in Canterbury Cathedral, and tell what you can about one of them.
- B 1. Tell a story about the coming of the Romans, or, about Hengist and Horsa.
2. Tell a story about St. Alban, or, about Vortigern.

#### Geography.

- A 1. Tell what you know about sunrise and sunset.
2. Tell six things about "the pleasant land of France."
3. Mention some of the good things that a ship can bring from Spain, and say what you know about the home of "Batiste."
- B 1. With a map, tell about a journey from Spithead to London.
2. Tell something about the sun and the eight planets.
3. What do you know about (a), rice-fields. (b), kite-flying in China?

#### Natural History.

- A 1. Mention six animals you would see in a South American forest. What do you know about spider-monkeys?
2. Tell all you can about the otter and his family.
- A & B 3. Describe two birds, or other animals, you have watched, and two kinds of twigs you have seen.
- B 1. Tell what you can about a bat. How does it take care of its young?
2. What did the ostrich tell "Tommy Smith" about himself?

#### Picture Study.

- A & B Describe "St. Francis blessing Montefalco," by Benozzo Gozzoli.

#### Sums.

A (Pendlebury).

1. A father divides 18/- equally among his four children. One of them spends  $7\frac{3}{4}$ d. How much has this one left?
2. A man travelled 190 miles by train, he bicycled half as far, and then walked 9 miles. He returned in a motor car. How many miles had he travelled?
3. How many children could have half a pint of milk out of  $25\frac{1}{2}$  quarts?
- or, (Bompas Smith)
1. Bring to pounds, shillings and pence 25862d.
2. A man had 6 horses worth £52 each. If he exchanged them for 9 cows worth £35 each, how much would he gain or lose?
3. If I buy 3 books each costing 3/9 and an atlas costing 7/6, how much shall I have left out of £1?
- B 1. I planted 9 purple crocuses, 6 white ones, and 8 yellow ones; only 18 of them (six of each) came up; how many were missing?

2. A robin can hop 2 inches; how many hops will he have to take to cross a doorstep which is 2 feet wide?
3. Jack can buy 8 nuts for a penny. How many would he get for  $2\frac{1}{2}$ d.?

#### French \* (oral only).

- A 1. Say something, in French, about each day of the week. Say what you can, in French, about the picture on page 18 (*Le Livre Rouge*).
2. Give the French for 5 things in your bedroom and for 5 things in your schoolroom. What is the French for 10, 20, 50, 60?
- B 1. Give the French for six objects in the pictures on p. 30 (Bué), or, on pp. 12 and 18 (Thémoin).
2. Recite a French poem, or, "La Fin du Conte" (Bué).

#### Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture in brushdrawing for a fable or tale you have read, giving the title.
2. A brushdrawing of a twig (from nature).

#### Recitations.\*

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

#### Reading.\*

Father to choose unseen passage.

#### Music.\*

Examine in work done and report progress.

#### Singing.\*

Father to choose an English and a French song, and I.A., two tonic sol-fa exercises.

#### Drill.\*

Drill, before parents.

#### Work.\*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on Saturday, March 28th, with no other enclosure.

2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not



fastened together and in proper order, (c) the name of the *member* does not appear, or (d) the totals of parents' marks are not given.

- 4.—Cambridge paper must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.
- 5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.
- 6.—Extra copies of the Examination Papers are being printed, and these may be had on application by schools so that each division may have a teacher's copy.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.